

NES Schoolwide Plan

1. PARENT AND COMMUNITY STAKEHOLDER INVOLVEMENT: Addressing the above expectations, describe the strategies your school is using to increase family and community stakeholder involvement.

1.1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the Needs Assessment have been identified and implemented.

Each student has a daily agenda that includes any homework assignments and notes to/from the parent to allow for two-way communication. Teachers have set up classroom Facebook pages to share up-to-date pertinent information as well as day-to-day activities in their classrooms. All teachers have Google Classrooms or SeeSaw pages so parents can know exactly what assignments were done during the day &/or what assignments are required should it be a virtual day. Teachers are more connected with parents than ever before with the use of communication apps and digital classrooms. We have district and building Facebook pages where it seems the best communication occurs. Parents often message the elementary through the Facebook page. We also have an "all call" system and can make announcements through the webpage and our district app. We have a student handbook available on the district webpage, which includes details about our procedures and expectations and also includes our Student/Parent/School Compact. Meet Your Teacher Night is held a few days before the first day of school. Students bring their school supplies, the teacher greets and visits with each set of parents and then the family is free to wander around the school to explore. Parent/Teacher Conferences are held twice each year. We have good attendance of over 85%. Teachers are required to make some kind of contact if parents do not attend...either by phone, virtual meeting, or a home visit. Quarterly PTO meetings are held in the evening to allow for parent attendance. A new virtual option of attendance was implemented this year. We have tried a multitude of times to try and increase PTO attendance such as serving food and providing free babysitting to no avail. We have discovered that our parent population would much prefer activities that happen first thing in the morning, where they can come in with their children, participate in an event, such as Books and Biscuits, participate in Rise and Shine, eat breakfast with their child, read a book together, participate in a book connected activity and go to work a little late. We have excellent attendance at these events held daily for 6 consecutive days to allow for grade-level focused reading and accompanying activity. We try to coordinate parent events with other scheduled activities in order to get as many parents to these activities as possible. We prepare and distribute handouts with web sites for parents of at-home ideas. We print several handouts with at-home activities for specific grade levels including pamphlets from the OSDE website specifically addressing grade level standards and expectations. We have a spring meeting that is advertised for parents, community and family members. At this meeting, we provide information about Title programs requirements, parental rights, and ask for parent input. We discuss and brainstorm ideas to reach more parents to attend Title activities, meetings, and school functions. We offer Love and Logic parenting classes each semester. The classes are taught by two trained teachers who were sent to Denver, Colorado to be trained by Love and Logic. We were successful in helping over 20 families in the last two years, many from our at-risk population. We subscribe to TumbleBooks, an e-library to allow our students' homes 24-hour access to almost 1000 books. It can be accessed with any computer, tablet or smartphone.

1.2 Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I Schoolwide Plan.

We have a variety of committees that we solicit parents on which to serve. Including the School Improvement Committee, Safe & Healthy Schools Committee, Covid-19 Committee, Parent Teacher Organization Executive Committee and 21CCLC Steering Committee. Because our Native American population typically runs about 1/3 of our student population, we always reach out to Native American parents to participate.

1.3 The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.

The school mission statement was developed with stakeholder input from all sub-groups and even includes each group as a responsible entity of our success in the wording:

Newkirk Elementary School Mission Statement: Newkirk Elementary will teach in a manner that will allow all children to achieve at or above grade level and develop to their greatest potential, becoming productive thinking citizens. This mission is a shared responsibility among the home, the school, the student, and the community, all of whom should operate with mutual respect for each other.

1.4 The Title I Schoolwide Plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

The Title I Schoolwide Plan is posted on the school's website and it's Facebook page in English/Spanish in PDF format so it will open on any device.

2. COMPREHENSIVE NEEDS ASSESSMENT: Addressing the above expectations, describe the outcomes of the school's Comprehensive Needs Assessment, as well as a description of the data sources used in the process. The results should include detailed analysis of all student subgroups; an examination of student, teacher, school and community strengths and needs; and a summary of priorities that will be addressed in the Title I Schoolwide Plan.

2.1 Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.

OSTP Insights (2019): Our current economically-disadvantaged students in our 5th grade class had a pass rate on the 3rd grade state reading test at 19% lower than non economically-disadvantaged students. The current 6th graders had a differential of 14% lower when comparing economically-disadvantaged to non economically-disadvantaged. Females in our current 5th grade class passed the 3rd grade state math test at a 21% lower pass rate than their male counterparts. This is not a trend as the current 6th grade class females had a higher pass rate than the males. In all grades and subjects, Native American students are not passing at the same rate as their caucasian peers. Overall, the school is matching or exceeding the state pass rate in all subjects.

AimsWeb+ Math Insights (Fall 2020): The immediate and most obvious data shows that the longer we keep our students the better the outcomes. While only 37% of the kindergarten students are

considered average or above average in math, those numbers steadily increase over time (1st - 34%, 2nd - 53%, 3rd - 49%, 4th - 64%, 5th - 76%).

AimsWeb+ Reading Insights (Fall 2020): Similar results are seen in reading with student achievement improving over time the longer we keep our students. 52% of kindergarten students are considered average or above average. While numbers dip in first grade to 19%, primarily because of oral reading fluency, then they climb over the years as well (2nd - 61%, 3rd - 57%, 4th - 71%, 5th - 79%).

Attendance Data (2018-2020): In 2018, NES had 26 students considered Chronically Absent. In 2019, NES had 33 students considered Chronically Absent. In 2020, NES had only 3 students considered Chronically Absent. One of those was a Pre-K student where attendance is not mandatory and another was only enrolled 3 days and missed a ½ day. She was a child in foster care. Her transition family lived in our district. The one student who is considered Chronically Absent has severe asthma and has doctor's notes for a majority of his absences.

Report Card Data: Historically, NES' state report card grade has ranged from a B+ to a C-. Since the changes were made a few years ago, NES has had C's. It will be difficult to break into the B's with our 65% free/reduced rate. Although, over the years, we consistently meet or outperform the state pass rate on state tests when compared to all Oklahoma Schools. We would like to see the OSDE compile data comparing schools with similar demographics and socioeconomic populations. If there is an A or B school with a socioeconomic status the same or more than ours, we could consult with them and find out what programs, curriculums or strategies they are using to outperform our school.

Certified Staff Data: The average teacher at Newkirk Elementary has 17 years of experience and has been at our school for 12 years. Twenty-three percent of our certified staff have a Master's degree. Almost 20% of our teachers plan to retire within the next 5 years. Many of our teachers (46%) have a second job in order to supplement their income.

21CCLC Insights: Newkirk After-School Academy (NASA) targets students who are at-risk and/or below grade level. In the FY20 school year, we had 172 students participate in the program. Sixty-seven percent of participants were free-reduced lunch students and 28 participants were on an IEP. American Indians made up 23% of those enrolled while caucasian students made up 72%. Of the 172 students who were enrolled in NASA, 45 of them were in grades that took OSTP tests. Of those 45 students, 30 of those students performed basic or below basic. This shows that we are targeting those students who are academically performing at the lowest levels.

Enrollment Data: Our enrollment has stayed pretty steady over the last decade except for the start of the school in August 2020 due to many students opting for Epic even though we have a virtual option available to parents/students. We are down about 25 students this year. Our number of students enrolling as Native American has dropped in the last few years. While at the same time, the number of students enrolling as Two or More Races has risen at a proportional rate to the Native American decrease.

2.2 Detailed analysis of data for student subgroups

In all grades and subjects, Native American students are not passing at the same rate as their caucasian peers. There is no additional ethnicity/race that comprises 5% or more of our student population. We have no ELL students. We have hired a new Title VI (Native American) tutor that is working on her degree in education to help with targeting those students. The middle school and

high school offer after-school tutoring programs to Native American students. We also target Native American students to attend our 21CCLC program both after school and in the summer.

2.3. Examines student, teacher, school and community strengths & needs.

Strengths:

Students - overall positive attitude, respectful, compliant, appreciative,

Teachers - cohesive group; a genuine desire to do what's best for kids; willingness to serve our community; very little turnover; 100% Literacy First trained; no emergency certificates; 100% highly-qualified; district has given loyalty stipends and converts personal days to cash if not used; negotiated agreement; small class sizes typically under 20.

School - newly renovated facility; brand new early childhood wing with a safe room, new library and computer lab; same bldg admin for 14 years;

Community - good financial support from local foundation, churches, PTO and businesses; great public library; nice park; excellent support from local fire and police departments.

Needs:

Students - internet access at home; devices to access the internet; healthy food;

Teachers - recruiting quality teachers is difficult once the date passes in which other districts can hold state credentials; no student teachers in the last ten years;

School - more playground space;

Community - quality pre-school and after-school daycare; very few child-friendly activities; limited access to fresh/healthy food; Our small town has no formal daycare. Most of our working mothers leave their children with grandparents or an aunt and participate in little to no pre-reading activities. We have tried to work with the Kaw tribe to open a HeadStart program but HeadStart has said they have no additional funding to open any new programs. For these reasons, our Pre-K program is of utmost importance to our community and the reading readiness skills of our students.

2.4. Identifies a manageable number of priorities.

1. Continue offering full-day Pre-K as the lack of daycare facilities in town puts our students at risk of not being reading-ready when entering kindergarten and first grade.
2. Target interventions towards our most at-risk population
3. Provide a device for every child to take home for virtual learning.
4. Provide a WiFi device for those students who are economically disadvantaged and express a need.
5. Improve in-person and virtual instruction by utilizing research-based instructional practices.

2.5. Cycle of continuous improvement for improved outcomes for all students.

Data is collected schoolwide in the first few weeks of school using AimsWeb+ assessments. AimsWeb+ is used to benchmark at the beginning of the year and then at the end of each semester to gauge progress towards mastering grade level standards. PLC's meet and identify those most in need of interventions and the Rtl process begins. Students in Rtl and in kindergarten-5th grades are given formative progress monitoring assessments at least bi-weekly and Rtl groups are formed

based on the new data. Each teacher completes a spreadsheet at the end of the year which analyzes the beginning, middle and end of the year on-grade-level percentage for the class in both reading and math.

We have used Star for years but weren't happy with the data we were getting so we made the change last year. We are very happy with the Progress Monitoring part of the program. The counselor enters the recommended strategy and sets a goal. The classroom teacher implements the strategy and assesses at the end of each week to measure growth. We look over the results at each PLC and discuss what the next step should be for each child. NES has PLC's after each benchmark assessment window in order to identify and prioritize intervention strategies.

We are part of a ProjectENGAGE grant which provides psychology doctoral students who consult and coach us in analyzing data and choosing the most appropriate strategies. They also help with the referral process when interventions have failed. Through the grant, we have access to LexiaCore5 for all students. Lexia has a pre-assessment and placement process at the beginning of the year which identifies the level of each individual student. Lexia recommends the number of minutes a week that students must spend in Lexia in order for the student to reach grade level expectations in reading. Our participation in the ProjectEngage grant has been a benefit to our school in numerous ways including school climate, MTSS, OTISS, and the referral process. The doctoral students also help with Functional Behavior Assessments and Behavior Improvement Plans as well as helping teachers assess with benchmark assessments. Our interventionist plays a big role in getting small group targeted instruction to our most at-risk learners. She is a master teacher that provides explicit instruction on targeted strategies. She is exemplary in her use of time on task and interactive teaching. Students love going to her classroom because she makes learning fun.

Summary of Priorities: *Continue offering full-day Pre-Kindergarten to our community. *Continue targeted interventions with the most at-risk learners.

3. SCHOOLWIDE PLAN STRATEGIES: Addressing the above expectations, describe the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the Comprehensive Needs Assessment and the site budget.

3.1 Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.

We have numerous ways that we meet all students where their learning needs are in order to give them opportunities to fill holes in their learning as well as excel in their areas of strength. We use our AimsWeb+ scores to guide our interventions in both the classroom and with the interventionist who pulls students for small group targeted instruction. We use LexiaCore5, a research-based software program that every student uses most days, that we have access to because of our involvement in the ProjectENGAGE grant. It provides on-level instruction with weekly goals for time and units passed. We have received praise from the Lexia consultant and ProjectENGAGE admin team for having the highest time goal attainment of anyone in the grant. All certified staff members including SpEd teachers, are Literacy First trained and provide direct, explicit instruction in phonics, vocabulary, fluency, and reading comprehension. We use the LF phonics continuum to guide instruction in flex groups progressing students through each phonics concept (vowel sounds, digraphs, blends, diphthongs, open/closed syllables, sight words, etc). Our 21CCLC, Newkirk After-School Academy (NASA) targets students who are considered at-risk, below grade level or low

socioeconomic. We first meet their primary need with a healthy after-school snack followed by 45 minutes of intervention, homework help or tutoring. The last hour of the program is focused on a self-selected enrichment activity of wide-variety of options ranging from archery & guitars to cooking & STEM. Every three weeks the enrichment choices change to give everyone the opportunity to focus on different interests.

Our student population is approximately 1/3 Native American. Our Title VI tutor focuses on Native American students who are not performing up to grade level. She assists every teacher by pulling out or pushing in to give students additional support in whatever area the teacher deems is needed. The Title VI tutor is paid with federal funds through the Title VI program.

In summary, our lowest performing students are targeted in several ways: full-day Pre-K to get them ready to read, pull out interventions with the interventionist, LexiaCore5, benchmark testing and progress monitoring in the regular classroom, a research-based regular curriculum, flex groups and differentiated centers.

3.2 The school provides multiple opportunities and evidence-based interventions for students in need, and activities that address the outcomes of the Comprehensive Needs Assessment in a way that will result in significant improvements in student learning.

Each classroom teacher uses AimsWeb+ scores to identify those students at the 24thile or below to target with both in-class and pull-out targeted instruction based on that student's individual weaknesses. The classroom teacher communicates with the after-school program teacher to ensure that the student receives another dose of intervention during the academic time of NASA. The classroom teacher uses the progress monitoring part of AimsWeb+, which is overseen by the school counselor, to determine if the intervention is working. If not, the teacher consults with the counselor who recommends a different intervention, sets up another goal in AimsWeb+ to progress monitor again. After several interventions have been completed with little or no progress, the counselor and classroom teacher collect data and submit it to the Referral Team who makes a recommendation about SpEd testing or further interventions.

3.3 Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, preschool children transition to local elementary school programs.

Newkirk Elementary has been a *Positive Behavior & Intervention Supports* (PBIS) school for 10+ years. PBIS is a decision-making framework for school systems to implement in order to improve student academic and behavioral outcomes by using universal language and expectations, consistent behavioral teaching practices, consistent behavioral response guidelines, and data to guide procedural and policy decisions.

Research suggests that by having consistent expectations across the school, explicitly teaching behavioral expectations, acknowledging expected behaviors, and handling behavioral violations consistently, our school environment can be positively impacted.

When students struggle with an academic concept, teachers adjust their teaching and instruction interventions to best meet that student's need. The idea is the same for behavior – by teaching and modeling expected and appropriate behaviors, the students have a clearer understanding of what is

expected. It cannot be assumed that students have a clear understanding of what is expected behaviorally.

Students need to be shown and told what to do, rather than telling them “don’t do _____.” Positively stating and acknowledging appropriate behaviors gives the students concrete behavioral guidelines.

Behavioral response systems are more likely to be effective when the students expect the same response across classrooms and in other common settings in their schools. The same behaviors should elicit the same responses from staff, regardless of the student is in the school building. Using the positively stated and easy-to-remember expectations helps both students and staff use universal language when discussing behavior.

Students respond well to positive reinforcement and praise. By acknowledging students when they engage in expected behaviors, students are more likely to continue the appropriate behaviors. Students need to be reinforced for the behaviors they should be displaying. This practice focuses attention on the desired behaviors, and consequences.

Our Behavior Data Team meets quarterly to look at our Office Discipline Referral data in order to guide decisions made on schedules, policies and procedures as well as . The principal and counselor collect and analyze data frequently creating charts and graphs. These are shared with all faculty members at PLC’s where grade level teams discuss the results, ramifications and plan for improvement. These data help focus the team on targeted areas of need. For instance, by using data, we can identify specific locations in the school where behaviors may need to be re-taught, or types of behavioral violations to target for future interventions.

3.4 The school uses clear criteria and processes for student participation in tiered model to prevent and address behavior problems and early intervention services.

We have been a PBIS school for over 10 years. We participated in OTISS training with Dr. Riffel through the OSDE with a team of our staff. We continue to implement those strategies with Tier I and Tier II strategies occurring naturally in the classroom with little need for intervening by admin or the counselor. The counselor tracks the Tier II & Tier III students and consults frequently with classroom teachers. We have been a part of a ProjectAWARE grant through Osage County Interlocal Cooperative (OCIC) and receive substantial support, training and mentoring from professors and doctoral students from OSU. The doctoral students participate in PLCs helping us analyze data and make recommendations for interventions (both academic and behavioral). We collect Office Discipline Referral (ODR) data in all the recommended categories (people involved [both teacher & student], time, location, antecedent, behavior, consequence). We analyze the behavior data and make decisions about how to address common occurrences, example: changing recess times or locations because of the number of ODR’s coming from that playground area at the same times of day. We use the data we collect to determine if an FBA is needed to help identify specific concerns. Either the counselor or a doctoral student performs the FBA, meets with the building team and makes recommendations.

3.5 The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.

With the help of the ProjectAWARE staff and doctoral students, NES developed an OTISS handbook with specific decision-making rules, procedures and processes for both behavioral and academic interventions. Natural consequences are used whenever possible. Community service is used

frequently and usually in cooperation with the student (giving them a list of choices for their consequences and letting them choose). The minimum number of days to reach the desired behavior is used. If a teacher has used a Tier II intervention for weeks with little to no improvement, the PBIS team meets (sans parents) to discuss the student and what other interventions may work. One is chosen and the teacher is tasked with implementation.

3.6 The school offers a range of extended learning opportunities within and beyond the school day and the school year.

One of our goals for our school is to have a unique field trip each year in each grade level so our students have several different learning opportunities over their time with us. The field trip can't be one "just for fun" or considered a reward, no skating rinks or bowling alleys, for example but good, interactive, educational experiences. Pre-K visits the Sedgewick County Zoo, and because we are a Title I school, participates in a free, educational group activity with zoo staff. Kindergarten visits the Wonderatorium, the children's museum in Stillwater. First grade goes to Leonardo's, the children's museum in Enid. Second grade goes to Lost Creek Safari, an exotic petting zoo in Stillwater. Third grade goes to the Great Salt Plains and digs for salt crystals. Fourth grade visits Woolaroc, a museum near Bartlesville and fifth grade visits the Tall Grass Prairie near Pawhuska. You don't realize until you see the students' faces light up and you talk with them, that a trip to the Kay County Fair in Blackwell is a big trip for their family. These field trips are an integral part of building background knowledge for our most at-risk learners.

Our 21CCLC program offers a wide-range of enrichment opportunities, both after school and in the summer. The program starts immediately after school and ends at 5:15pm. It is Monday through Thursday and is open a total of ten days over holiday breaks. NASA is also available for four weeks in the month of June. One of the main goals of the program is to give opportunities to our students that they would not normally have access to because their parents can't afford to or don't have the time to take their children the fifteen miles to Ark City or Ponca City for music or gymnastics lessons, art classes, etc.

3.7 Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

Newkirk Elementary not only has professional development opportunities to peruse data, we meet in grade level teams monthly to look at the most recent benchmark assessment data &/or look at progress monitoring reports to determine whether or not to continue the current intervention, change to a different intervention strategy, stop the intervention because the student has met expectations or refer the student to the SpEd referral team for additional assessments.

3.8 The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.

Teachers are included in the interview process in order to get buy-in with new hires before he/she is even chosen. The district gives loyalty stipends each August to those teachers and support staff who have chosen to stay with our district. At the end of each year, the district converts personal days to cash if not used. The teachers have a negotiated agreement. Our school board is committed to keeping class sizes under 20 in PreK - 5th grade. Our local education foundation gives a \$500 grant for classroom materials each year, our district gives \$200 to classroom teachers for supplies each year. Our teachers collect receipts when they spend money for items in their classroom and our PTO as well as a local church reimburse each teacher up to \$100. When recruiting teachers, we

always mention that they can put \$900 into their classrooms every year without a dime coming out of their pocket. Due to having a 21CCLC program with a healthy budget ten years ago and a Literacy First grant as well, we have a resource room that looks like a Lakeshore Learning store. Potential teacher candidates are always impressed with the selection of hands-on resources available for use.

4.1 Leverages sufficient resources (e.g., fiscal, human, time) to improve student outcomes.

4.2 Leverages funding streams to connect the reform strategies developed.

4.3 Outlines how the school will meet the intents and purposes of each funding source.

4.4 Outlines how funds from Title I and other State and Federal education programs will be used to meet the intent and purpose of the programs.

4. Coordination and Integration: Addressing the above expectations, list the funding sources used (e.g., Title III, Part A, donations, competitive grants, etc.), then describe the ways in which the funds are to be braided in the Title I Schoolwide program.

NPS consolidates federal funds in order to focus on meeting the needs of our most at-risk students which includes funding our Pre-K program to ensure our students acquire pre-reading skills before entering Kindergarten and first grade. We also budget our interventionist's salary. The interventionist pulls students based on assessment data to address specific missing skills through research-based interventions. We occasionally have enough left in the budget to also fund an additional teacher's salary in order to reduce class size. It is our priority to keep class sizes below 20. We use 21CCLC money to again focus on our most at-risk students by giving them extra time (45 minutes) for tutoring, interventions and homework help and then an hour of enrichment to expand their vocabulary and opportunities for knowledge about a wide range of topics from archery to playing the guitar.

We wrote a grant to a local foundation about 6 years ago to fund 1:1 devices in 3rd-5th grades. That has since been expanded to include 2nd - 8th grades. And with the CARES money, we are adding iPads 1:1 in grade PreK-1st grade. This allows us to use research-based technology-based curriculum to address missing students' skills in learning, individualize instruction and learn virtually should we have to close the building due to an emergency situation such as COVID-19.

We are a part of a ProjectENGAGE grant through Osage County Interlocal cooperative (OCIC) which gives us support from a team of psychologists and doctoral students from OSU. They provide quality professional development with follow up coaching as well as attend quarterly PLC meetings to help us analyze reading and math data to better serve our students' needs. We use Lexia Core 5 (paid for through ProjectEngage) with all students to advance their reading skills at their individual level. We use AimsWeb+ (also paid for through ProjectENGAGE) to benchmark our students in both reading and math at the beginning, middle and end of each school year. We also use AimsWeb+ to progress monitor our students who are receiving interventions in the classroom and with the interventionist.

We use Title VI funds to pay for a Title VI tutor to assist in advancing our Native American students' academics and give them a support system with which to communicate with parents about the importance of education. The Title VI tutor supports the classroom teacher and Native American students by providing additional small group or individual tutoring/interventions. The classroom teacher provides materials/activities for the tutor to work with the Native American students on specific skills identified as deficient.

5.1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I Schoolwide Plan based on short and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.

5.2. The monitoring and revision of the Title I Schoolwide Plan includes regular analysis of multiple types of data (e.g., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.

5.3. School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.

5. Evaluation and Plan Revision: Addressing the above expectations, describe how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the Title I Schoolwide program using data from the State's annual assessments and other indicators of academic achievement to determine whether the Title I Schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and how the school will revise the Title I Schoolwide Plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the Title I Schoolwide program.

Each year, Newkirk Elementary disaggregates data from a variety of sources (PowerSchool, AimsWeb+, state test scores, other school-based assessments) in a number of ways (grade, gender, ethnicity, socioeconomic status, IEP) and looks for discrepancies. Staff meet and discuss the discrepancies and brainstorm how to best solve the differences and weaknesses. The administration and a committee of teachers, parents and other stakeholders write an action plan which is presented to the superintendent and then the school board. This plan and its results are discussed as part of the building administrator evaluation process. It is the building administrator's responsibility to ensure that the instructional strategies, assessment practices, interventions and curriculum are all implemented with fidelity.

A committee with representation of all stakeholder groups (parents, administrators, teachers, support staff, tribal representation, counselor, special ed director, after-school director, community representative) will meet once each year to analyze data, determine changes that need to be made and approve the plan. The committee will look at instructional practices, determine patterns in student achievement, look for gaps between genders, ethnicities and socioeconomic status, look at grade level trends as well as cohort growth across all content areas.